U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13GA8

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☑	☐	☐

Name of Principal: Mr. Michael Forehand

Official School Name: Middle Ridge Elementary School

School Mailing Address: 11649 South Covington By-Pass Road

Covington, GA 30014-3752

County: Newton   State School Code Number*: 0198

Telephone: (770) 385-6463 E-mail: forehand.michael@newton.k12.ga.us

Fax: (770) 385-6466   Web site/URL: http://www.newtoncountyschools.org/middleridge

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Gary Mathews   Superintendent e-mail: mathews.gary@newton.k12.ga.us

District Name: Newton County Schools   District Phone: (770) 787-1330

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Abigail Coggin

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   13 Elementary schools (includes K-8)

                                                           5 Middle/Junior high schools

                                                           6 High schools

                                                           1 K-12 schools

                                                         25 Total schools in district

2. District per-pupil expenditure: 7719

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 1

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	33	15	48
K	57	62	119
1	71	54	125
2	59	41	100
3	51	51	102
4	50	32	82
5	53	47	100
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			676

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian
58	% Black or African American
7	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
29	% White
5	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 39%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	119
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	100
(3)	Total of all transferred students [sum of rows (1) and (2)].	219
(4)	Total number of students in the school as of October 1, 2011	556
(5)	Total transferred students in row (3) divided by total students in row (4).	0.39
(6)	Amount in row (5) multiplied by 100.	39

8. Percent of English Language Learners in the school: 4%

Total number of ELL students in the school: 30

Number of non-English languages represented: 4

Specify non-English languages:

Spanish, French, Vietnamese, and Danish

9. Percent of students eligible for free/reduced-priced meals: __88%__

    Total number of students who qualify: __591__

    If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

    According to our free and reduced priced lunch counts, this is an accurate estimate of the percentage of students from low income families.

10. Percent of students receiving special education services: __16%__

    Total number of students served: __106__

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	0	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	17	Specific Learning Disability
0	Emotional Disturbance	10	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
7	Mental Retardation	1	Visual Impairment Including Blindness
62	Multiple Disabilities	56	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	42	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	7	0
Paraprofessionals	20	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	14	0
Total number	85	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: __17:1__

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	95%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ⦿ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Every morning, when 690 students walk through the doors of Middle Ridge Elementary School, each is given the opportunity to achieve their "great perhaps," (Green, J. 2012). The staff of Middle Ridge focus on preparing our students for daily success as well as productive life beyond the classroom. Middle Ridge envisions our learners as having the qualities of strength, intelligence and determination. Every child is known to have a "great perhaps" and through the energies of both the student and educators, Middle Ridge strives to assist each child in achieving their aspirations.

Middle Ridge is located 25 miles east of Atlanta, in Newton County, Ga. The county population is 100,814. Once identified as the fastest growing county in the United States, Newton County is now designated as the county with the highest number of foreclosures in the country. The Middle Ridge School community is made up of 690 students from a diversity of backgrounds and cultures.

Middle Ridge strives to meet the challenging needs of our transitory and socially-economically disadvantaged (87.43%) students. As a uniform school, Middle Ridge focuses the learning atmosphere on academics. The school has received a grant that affords all our students with a fruit/vegetable snack daily. Students in need are provided with a daily breakfast. Numerous philanthropic and religious organizations are generous in donating school supplies for our teachers and students.

A multiplicity of people, programs, ideas, and industries are employed in supporting students in realizing and advancing their possibilities in education. Building background knowledge for our student population is an essential component to their academic success. As our learners' world expands in word and knowledge, so does their desire for experience and achievement. Middle Ridge offers education to students through academic instruction, modeling of successful life skill behaviors, and experiences outside of their own.

Since its inaugural opening in 1997, Middle Ridge Elementary has endeavored to develop an effective working relationship with its community. The PTO of the school involves parents daily in volunteering throughout the school. PTO programs are focused on students, championing them by sharing their achievements through displays of projects and student-driven productions. Community PTO events such as Fall Festivals, Christmas Programs, Community Thanksgiving Dinner, and school fundraisers are customary. At different stages in the history of Middle Ridge, the school has reached out to the community through Adult Literacy Programs and given to families in need through our yearly Angel Tree Program.

As a Title I school, we have a plethora of technologies that offer our students educational proficiencies not otherwise available to them. Middle Ridge has been the recipient of a 21st Century and Big Lots Technology Grant. Reading and math goals are a recognized part of the curriculum. The Accelerated Reader program is used in classrooms and student achievements are rewarded through a community supported year-end bicycle raffle. For three years, Middle Ridge was a 21st Century After-School Program recipient, which allowed the school to provide students with tutoring in math and reading, expounded experiences in science and social studies, and a safe place to be after school.

As the first school to model co-teaching in the county, Middle Ridge's commitment to meeting all students' educational needs in the least restrictive environment is recognized as paramount. Our identified gifted student ratio has increased exponentially. Numerous Physical Education grants have provided our school with equipment and expanded health-related programs.

Middle Ridge became a Positive Behavior Intervention Supports (PBIS) school in the 2009-2010 school year. This behavior management system was introduced to develop our students' pride in their positive choices and behaviors. Students and teacher buy-in to this program was overwhelmingly affirmative.

The PBIS program offers students the opportunity to participate in "Mustang Marvelous Parties" and the "Mustang Market" as incentives for appropriate behavior. Since its inception, the PBIS program has coincided with a 70% decrease in office referrals for inappropriate behaviors.

The staff of Middle Ridge is exceptional. In 2004, Middle Ridge had an identified county Teacher of the Year. Our SID/PID teacher was featured on a local TV station focusing on her exceptional work with children. Administrative and teacher walk-throughs of classrooms are used to provide teachers feedback for growth in their instruction. Professional Learning Communities are the basis for curriculum development, and are supported through weekly professional learning sessions. Our school went from being considered as Needs Improvement for many years to being recognized as making Adequately Yearly Progress. Currently, we are exceeding in four out of the eight categories of Exceeds under our current College and Career Readiness Performance Index (CCRPI). Not only are our students defined by our vision of strength and determination, so too is our staff. This truly makes us worthy of being a school of National Blue Ribbon Status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The most common standardized assessment used in our school is the Criterion-Referenced Competency Test (CRCT). The performance levels used are: does not meet, meets, and exceeds. 'Does not meet' indicates that students have not mastered a majority of standards assessed. 'Meets' indicates that students were able to master a majority of standards. 'Exceeds' is used to identify those students who were able to perform above and beyond their peers. Our school considers meets and exceeds acceptable performance levels. However, through Title II A-Teacher Effectiveness, our teachers create high expectations for student achievement each year. We look closely at the performance targets stated in the College and Career Readiness and Performance Index (CCRPI) to set a baseline goal but we "reach for the stars."

As a school, we aim to surpass the first three levels of Bloom's Taxonomy in order to develop rigor in students' thinking. It is our goal for students not only to 'know and understand' but also to 'do'. Our students are expected to apply, evaluate, and create throughout the year, and we expect this rigor to lead our students to exceed standards rather than merely meet them. Whereas many schools aim to meet standards, our school strives to exceed standards through rigorous and relevant instruction. In fact, we have done just that!

We are proud of our school. In analyzing Middle Ridge's state criterion-referenced test data, one can see a necessary increase in student achievement from 2007 to 2012. Beginning with third grade mathematics, we saw a thirty-percentile gain between 2007 and 2012. In fact, a forty-six percentile gain is evident between 2007 and 2012 for our special education students. Our socio-economically disadvantaged students (SEDS) enjoyed a thirty-two percentile gain during the same period, our African-American students improved by twenty-two percentile points; our white students improved by forty-three percentile points over those five years.

We are also proud of our third grade reading scores. With sixty-nine percent of our students meeting and exceeding in 2008, current data posit eighty-six percent of our students meeting and exceeding standards. We have noted an achievement gap of thirteen percentile points between the test scores of all students and the test scores of special education students. However, over a five-year period our special education students' scores have increased thirty-seven percentile points. In order to close this achievement gap, monthly data meetings are held to discuss appropriateness of educational setting and progress monitoring of IEP goals; common planning time is given to regular education and special education teacher to collaborate on lesson design and students' academic needs.

As stated above, our teachers expect more from our boys and girls. For third grade mathematics, only thirteen percent of our students exceeded the standard in 2008. Each year the percent of students increased to thirty-one percent of students exceeding the standard. This trend is evident in all subgroups. This trend can also be found in our third grade reading data. In April of 2008, only eleven percent of our students exceed the standards, whereas current data show thirty four percent of our students exceeding standards. Again, this is evident in all subgroups.

Remarkable achievement can also be seen in our fourth grade data. In 2007-2008 only forty-four percent of our students met or exceeded standards in mathematics. Our most recent data shows marked improvement with seventy-six percent of our fourth graders meeting or exceeding standards. We are most proud of our gains with our socio-economically disadvantaged students (SEDS) and our white subgroup. Data show a thirty-two percentile gain for our SEDS and our white subgroup. Fourth grade reading yields excellent data as well. We have seen extensive growth in all subgroups, especially our special education students, who achieved a forty-two percentile gain over a period of five years. Our SEDS started at sixty-six percent meeting or exceeding standards; current data show eighty- two percent of our SEDS meeting or exceeding the standards. A continuous improvement in the exceeds category

across subgroups is evident in reading as well. For example, the percent of students exceeding overall rose from eleven percent in 2008 to thirty-two percent in 2012. Our African-American subgroup increased from eight percent of students in the exceeds category in 2008 to twenty-eight percent in that category in 2012.

Our fifth grade students also enjoyed tremendous growth over a five year period. In 2008, seventy-seven percent of our boys and girls met or exceeded standards in reading. Present data document ninety-six percent of all students meet or exceed standards. Remarkable improvement can be seen across all subgroups with a twenty percentile gain with for our SEDS, a twelve percent gain for African-American students, a thirty-four percentile gain for our special education students, and a twenty-five percentile gain for our white subgroup. Our SEDS increased in the exceeds category from two percent in 2008 to twenty-four percent in 2012. Most notable is a change in the exceeds category for our white subgroup, from nineteen percent in 2008 to forty-one percent exceeding in 2012.

Similar trends can be found in fifth grade mathematics. A twenty-nine percentile gain is evident from 2008 to 2012 for all students in mathematics, six percent of our fifth grade students exceeded the standards for mathematics in 2008, which improved to thirty percent in 2012. Trends for exceeding standards can be found across the subgroups. Our SEDS registered a thirty-eight percentile gain during this period. An achievement gap of twenty-three percentage points is noted between all students and special education students; however over a five-year period our special education students' scores have increased by forty-six percentage points. Our plan to close this achievement gap is described above.

We have learned that it doesn't matter what level a student performs at, good instruction will move him or her forward. The foundation of our success with students lies with the "passionate, inspired teacher" (Hattie, 2012). Our staff places high value on the "ability to influence students' surface and deep learning" by providing an optimal learning environment, feedback, and believing in all students' success (Hattie, 2012). We don't attribute our success to a program, but to our teachers' deep and abiding dedication to our students. With the development of our professional learning communities, over time our true data-driven instructional focus is on individual student achievement. Other factors which contributed to our significant gains include: PLC's, using a balanced literacy model, writer's workshop, Marzano's instructional strategies, focusing on concrete-representational-abstract sequence of instruction for math, writing across the curriculum, and celebrating ALL achievements through school-wide incentives. We know that teachers have control of two things: the relationship they have with their students and the work they give their students and encourage them to undertake. "Effective teachers get students to do the right things, and they design things for them to do that are right for the students they teach" (Schlechty, 2011).

2. Using Assessment Results:

Middle Ridge Elementary School is driven by data. Daily Professional Learning Communities (PLC) meeting are commonplace at our school. Prior to the opening of the school year, our leadership team-disaggregates standardized testing data to evaluate instructional effectiveness. We analyze not only subgroups but also content domains for mastery. Our state test reports data for each content domain. Teachers work in vertical teams to analyze content domains and compare achievement to the previous year. This way teachers are able to identify their own areas of strength and challenge. As a team, we collaboratively use subgroup data analysis to develop a school-wide plan that targets not only subgroups where there is a weakness, but also subgroups in need of acceleration.

School-wide improvement goals are discussed and interventions planned to remediate each area of difficulty. Our school improvement plan serves as a guide which helps us to determine how to spend our instructional money. This plan is developed by the leadership team; however, we seek feedback from all teachers, staff, parents, and community members. The plan is presented to our school council and posted on our school's website for stakeholder access. Our data are proudly displayed in our school-wide data room, which exhibits data for each grade level and documents student progress towards College and Career Readiness Performance Index Targets (CCRPI). Each indicator is displayed and reviewed

monthly at grade-level data meetings. For example, current STAR Reading testing data were converted to Lexiles in order to monitor students' progress toward end of year goals. The school leadership team sets non-negotiable goals which are expectations for teachers in their daily instructional practices.

Throughout the school year we look at data constantly. Our executive leadership team (ELT), consisting of the principal, assistant principal, instructional coach, and counselor, review data such as instructional strategies noted in classroom observations, discipline referrals per subgroup, and benchmarking trends across our school district. We look at student responses to interventions and discuss student growth towards baseline goals. Data collected during this meeting are used to plan our classroom observations and coaching needs and strategies. Each grade level team works as a professional learning community (PLC) and meets four times each week to discuss a variety of data.

One PLC meeting each week is used to look at common assessment data. Common assessments are created, administered, and analyzed to evaluate instructional effectiveness. Fast Five assessments are also created as formative tools to inform instruction. For example, teachers create these quick assessments on Activ Board technology and use student response systems to collect data. After the completion of each question, data are immediately presented for teachers and students to review. Teachers not only talk to each other about the data, they discuss the data with students. On a separate day each professional learning community analyzes student work such as writing samples, multiple choice tests, open-ended responses, student portfolios, and has critical discussions about the work.

Not only do our regular education teachers meet in professional learning communities, our special education teachers do as well. Co-teachers have extended planning time to review data and plan instruction. Furthermore, all special education teachers meet monthly with administration to review progress monitoring and IEP goals, specifically progress in moving students to their least restrictive environment. Data notebooks are used by teachers and encompass student progress monitoring scores as well as formative and summative assessment data. Additionally, many teachers document anecdotal records and student conferencing notes. Title II A-Teacher Effectiveness goals are housed in this notebook and evidence is stored to show growth towards meeting goals.

Data from formative and summative assessments are analyzed immediately to develop flexible small groups geared toward differentiated instruction. Teachers collaboratively design lessons and student work that is rigorous and relevant for each student's academic needs. Teachers work to ensure that each assignment is designed to result in student learning. As a district, our students complete an online assessment at the beginning of the year, middle of the year, and end of the year. We compare our data to schools with a population that is similar to ours. We share instructional strategies with our sister schools when our students perform highly in a content domain, and seek guidance from our sister schools when we identify an area that needs improvement. Our grade level teams analyze each question on these benchmark assessments to evaluate why our students did well or why they were unsuccessful. Detailed plans are developed to remediate or extend instruction. Behavior data are also analyzed by our Positive Behavior Team. We perform a root-cause analysis to determine our goals for the month and ways to improve behavior.

3. Sharing Lessons Learned:

Middle Ridge Elementary has worked hard to become worthy of National Blue Ribbon School status. Throughout the years, we have had teachers and administrators visit numerous educational functions in an effort to share what has worked for us. We believe that, "In today's environment, hoarding knowledge ultimately erodes your power. If you know something very important, the way to get power is by actually sharing it" (Badaracco, 2013). Middle Ridge believes its successes should not be a secret. They must be shared with others in an effort to truly support the education of all students. The following abstract recalls ways in which Middle Ridge Elementary has shared some of its successful strategies with others.

Middle Ridge's previous and current administrations were proponents of teaching students the benefits of positive behavior. This administration was influential in implementing our current Positive Behavior

Intervention and Supports (PBIS) program. PBIS reward students for positive behavior rather than punishing negative behaviors (Cregor, 2008). The success of PBIS at Middle Ridge led the assistant principal during the 2008-2009 school year to travel to various schools within Newton County to train teachers and administrators on PBIS execution. He also represented Middle Ridge for three years as a PBIS State Consultant. Presenting to educators at annual conferences. Topics ranged from using PBIS to change the culture of a school, transforming its status through an undeniable decrease in discipline referrals.

Middle Ridge's focus on data has led to teachers' going within and outside of our county to share their success stories. In conducting an analysis of the gaps found in our student academic data, we found writing was an area in need of improvement. To address this concern, Middle Ridge implemented the Writers' Workshop Model. This model allows students to spend more time actually writing and getting support in their areas of need. We have had a kindergarten teacher invited to a high-performing Cobb County School to share her experiences with Writers' Workshop. This workshop targeted elementary teachers and included discussions as well as hands-on experiences related to organizing the Writers' Workshop, managing behaviors, and differentiating lesson content based on student data.

Our current counselor has visited seminars for preparation of the CCRPI requirements related to the 16 National Career Clusters. She has arranged several real-world experiences for our students, including a field trip to the Newton College and Career Academy. In addition, each grade level has the opportunity to meet and talk with professional men and women in varying work fields. Middle Ridge's counselor has shared what she has learned with other counselors in the school system. She has assisted them with gaining a deeper understanding of the requirements and creating plans to successfully complete the requirements.

These are some of the ways in which Middle Ridge Elementary has shared its successful strategies with others. All of our successful strategies are too numerous to be summed up in four hundred words.

4. Engaging Families and Communities:

As a school, we value each of our stakeholders. We inform parents, students, and the community of students' academic achievement in a variety of ways. Progress report cards are sent home monthly and report cards are sent home quarterly. Communication folders which house weekly assessed assignments for parents to review are sent home weekly. We review student data during school council meetings, parent-teacher organization meetings, and conferences with both parents and students. Parent conferences are scheduled flexibly morning, during the day, after school, and into the evenings to accommodate all parents and their schedules. We are proud of our data and will continue to share our data with all stakeholders.

Regardless of a family's socioeconomic status or history, students whose parents are actively involved in their education are more likely to obtain better grades, attend school regularly, have positive behavior, and attend a postsecondary institution (Henderson & Mapp, 2002). At the start of each school year, Middle Ridge opens its doors to over 600 families. With only forty-nine teachers, we are aware that we need our parents and community members to help with the education of our students. Middle Ridge has numerous parental involvement activities as well as community events which help to build a family atmosphere within our school. Our parents enjoy volunteering at Middle Ridge.

Middle Ridge holds a 5 STAR Family Celebration during May to celebrate families that have met the 5 STAR Family qualifications- they have joined PTO, attended all parent-teacher conferences, volunteered a minimum of eight hours at school or home, attended three PTO Meetings, and signed the Teacher-Student Compact. Parent volunteers work hard to receive this honor and our teachers appreciate the support.

We believe it is equally important to educate parents as well as students. There is a Parent Resource Center where parents can check out family-oriented books that they can read with their children. They are

also able to take pamphlets on topics such as "parents and stress" and "getting involved in your child's education."

Parents of Middle Ridge students enjoy seeing their students share their talents as well as their academic successes. During PTO meetings, we invite parents to come and see various grade levels perform. Whether it is a multiplication rap, dance, song, or poetry, these nights are a hit at Middle Ridge. Parents are informed of such events through our monthly PTO newsletters.

Community support is always welcomed at Middle Ridge. Our partners in education, along with our school board members, visit our school to tutor students and assist teachers in the classroom. They also volunteer with our site-based spelling bee and book fair each year. Middle Ridge has established relationships with some of the students' favorite social scenes in the community. We hold Spirit Nights and Stevi B's, Chick-fil-A, and Waffle House. The local AMF Bowling Alley, CiCi's Pizza, McDonald's, and Longhorns all contribute certificates for free meals and games to our students each month as incentives to read books.

In addition, Golden State Food donates school supplies to our boys and girls each year. They began three years ago with the kindergarten students. Each year they come back and donate to the next grade level, with a goal of supplying those initial kindergarten students with school supplies each school year. The students' book bags are filled with paper, glue, crayons, and many other necessary supplies.

Middle Ridge is deeply grateful for our parent volunteers, community volunteers, and our partners in education. As the African proverb states, "It takes a village to raise a child."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Preparing students for a productive life beyond the classroom means guaranteeing that they have everything they need for a successful college and career experience. We meet these goals by focusing on *how* our core instruction is delivered. We realize that our students must obtain 21st century learning skills in order to compete in a global economy. Being truly successful means we must meet the individual needs of each of our students. Each student is unique and has a specific Zone of Proximal Development. No two children learn in exactly the same way or at the same rate. That understanding is embedded in our instruction and curriculum development.

Our literacy instruction uses the workshop format. Students are actively engaged in making connections between reading, grammar, and writing through a variety of instructional formats. We believe that close reading and making connections are most effective when they occur across the curriculum to develop a deeper understanding of content. Teachers use a Concrete-Representational-Abstract sequence of math instruction to ensure that students gain a complete understanding of concepts on which to scaffold future application of the skills they are acquiring.

Students are offered a variety of ways to excel within their individual learning styles. For example, Science and Social Studies instruction is enhanced by the use of video segments, historical fiction, graphic novels, primary documents, experiments, student-developed museums, and featured cultural or scientific curriculum nights for student presentations. Technology is an integral part of instruction in every classroom. Teachers and students use audio enhancement to increase the quality of instructional delivery. Students interact with the curriculum through the Activboard, computer software, and activities such as filming a Reader's Theatre on an iPad and presenting it to their peers or using QR reader applications to listen to recordings. It is vital that we not only give our students access to technology, but that we develop their technological literacy through digital projects. Our grade level professional learning communities work together to develop lessons that use technology to enhance student learning, such as projecting a textbook on a screen while students have a personal copy; teachers model the thinking and questioning strategies a successful reader uses. Teachers also use ActiVotes and ActivExpressions for common assessments which allow rapidly gathered formative assessment data to guide future whole and small group instruction.

We recognize that nutrition and physical activity are imperative to our students' well-being. This includes a healthy diet, exercise, and educating our children about developing and maintaining a healthy lifestyle. Our Physical Education Department receives a yearly grant from General Mills Corporation to purchase equipment that promotes physical activity beyond meeting the curricular standards. The department received a grant to support physical fitness beyond the school day for optimal performance during academic hours. MRE receives a federal grant to provide our students with a fresh fruit or vegetable each day. Students receive information and instruction about a variety of healthy fruits and vegetables—from homegrown tomatoes to exotic fruits and vegetables such as star fruit and jicama.

Our mission at MRE centers on our country's most precious resources, our children. We are committed to maximizing their opportunities for success in life. We begin with knowledge of the standards and how best to implement them, honoring the individual differences and needs of our students. The whole child is embraced through grants that help us provide programs that give them a healthy start. Middle Ridge is committed to the success of all students and to staying current in professional development and technological advances. Middle Ridge Elementary School is the embodiment of what a good school can achieve, excellence for all students.

2. Reading/English:

In 2005, we recognized that our current basal reading program did not meet our students' needs. A new administration provided and encouraged professional learning, data collection, and use of best practices. Learning how to collect data and analyze it to inform our instruction was a crucial step. Expert research helped us to choose important practices from successful models and incorporate them into our classrooms. Using a balanced literacy approached allowed us to fit all these vital pieces together.

Our first hurdle was a lack of student motivation. Incentives like bike raffles, an overnight campout, and throwing pies at the principal were used to promote reaching reading goals. New titles for the media center and class libraries were purchased.

A lack of background knowledge was our next target. Our students' general socioeconomic level predicts and our diagnostic data confirm that our students' enter Kindergarten with a vocabulary deficit that only grows larger in time. Turning to expert researchers again, we use a process to teach vocabulary directly and deeply. We carefully select words that will be the most beneficial to spend repeated examination and thinking on, share pictures and simple definitions, pose scenarios that invite debate, play games, and structure discussions that involve these terms. Connections across the curriculum are made as students embrace being risk-takers and vocabulary conscious.

This sort of work gets at the heart of building background knowledge. If you've never been out of your neighborhood, learning that one of Georgia's most amazing habitats is the Okefenokee Swamp may mean nothing to you. Our students need to hear the sound of the swamp, the earthy smell of the water and decaying trees, see the wildlife and vegetation. We take video fieldtrips, read widely from both fiction and nonfiction texts, and bring in art and music when possible to build our students' background knowledge and prepare them for their future.

Using a balanced literacy models allows us to reach all types of learners and levels. Running records and screenings throughout the year inform instruction for the class as well as individuals. This model also recognizes that literacy instruction is like a healthy diet-it requires all the major "food groups" in various amounts and combinations to meet nutritional needs. All children have similar as well as specific nutritional needs. We balance direct phonics instruction, guided reading, and strategy instruction with vocabulary exploration and word work. By examining ourselves and our students, turning to experts, and using a balanced literacy model, we have increased our students' motivation, background knowledge, and vocabulary as well as their reading comprehension.

3. Mathematics:

The first step in moving forward is recognizing where you are. We applied this tenet to ourselves and examined where we were failing our students in math. After an analysis, teachers realized that they needed more professional learning in how to teach foundational mathematic skills and build the background knowledge that their students were often missing.

Over time, teachers were given job-embedded professional training from an onsite instructional coach and outside consultants. This professional learning helped teachers employ a concrete-representational-abstract sequence and be more creative in teaching math, such as using motions and jingles to help students remember and apply math concepts. For several years, a week-long Math Blitz was conducted to drill down math operation facts.

A math curriculum night evolved over-time. We began with conducting a math fair. Students created projects that incorporated the math they had learned. Now, a make-and-take workshop shows parents and students simple, fun games they can play at home to reinforce math skills.

One consultant introduced teachers to using a math interactive notebook. This helps students keep notes in one place, summarize their thinking, create models or drawings to explain their reasoning, and apply

reading skills to math. Teachers are able to track a student's progress in learning and catch misconceptions early.

Using the Concrete-Representational-Abstract sequence of instruction means beginning instruction at a concrete level, with students using hands-on manipulatives**.** Students must be able to feel and move objects to gain a foundational understanding of basic concepts. Then we are able to move to a representational phase for that concept. By using subitizing cards (cards that use dots in various patterns to teach children to automatically recognize sets without counting), large number lines, rekenreks (a visual model with two rows of ten beads used to develop addition and subtraction strategies), drawings, and any other found objects that can represent the desired math concept. At this point we are building a child's fluency with the math so that the thinking and understanding becomes automatic. The last step is moving to an abstract level and this includes problem solving. Beginning in Kindergarten, students use the same problem-solving format and share exemplars of math thinking. Real mathematical understanding is seen as students work through a common exemplar assessment. Teachers collect the work and use rubrics to assess and score.

Formative common assessments drive our instructional decisions. A constant check and asking "How do I know they know?" helps teachers form small groups for quick remediation, tackle grade-level misunderstandings, or develop more rigorous tasks.   Following this Plan-Do-Check-Act approach ensures that students are neither stagnating nor falling into learning cracks.

4. Additional Curriculum Area:

Engaging our students in art using standards from core subjects helps them retain knowledge and become lifelong learners. Our art program gives kinesthetic learners the freedom to use their hands to create and visual learners opportunity to see and express concepts they have learned about. Task assignments enable the use of critical thinking skills to problem solve. Life skills are developed through self-direction, independent work, and collaboration with peers.

Core subjects become real and alive when art is a lens for instruction. Students studying specific time periods have been able to "live and breathe" the history as they imitate famous artists. Fifth grade students studying the Civil War look at famous American photographer Matthew Brady's work when choosing their own Civil War character and using technology to make a reverse negative. After creating an image using light transfer paper, students used their knowledge about the period to design a frame using symbols and insignia. Third graders learning about Ancient Greece and our democratic roots explore Greek culture by creating examples of Greek columns and architecture, coins, and illustrative storytelling on Greek vases. Second and Fourth graders expand their understanding of Native Americans by designing totem poles, clay masks, and pottery.

Our art program enhances the learning in math and science. Students conduct simple experiments mixing primary colors to make secondary ones and mixing primary and secondary to create intermediate colors. More experiments create tints and shades of colors. Learning about light and shadows is extended through drawing silhouettes. Capillary action is documented in still life paintings of vegetables in colored water. Students apply their understanding of lifecycles, sequencing, and ecosystems when creating mise-en-scene that illustrate the habitat of their chosen clay animal. Space and astronomy as well as geometry are made real when students create three-dimensional planets using light and shading techniques. Students see through art that math is everywhere in projects using perspective and depth, two and three-dimensional objects, positive and negative space, measuring, symmetry, and fractions.

Art journals give students the opportunity to write across the curriculum and increase their art-related vocabulary. Students write as art critics as they analyze and discuss the artist's perspective on selected pieces. Historical values are understood as other pieces are analyzed and classified. Art has truly been a way for our students to deepen their understanding of core subjects as well as prepare them for life outside the classroom.

5. Instructional Methods:

We offer students instruction based on highly researched strategies. Our teachers first meet in Professional Learning Communities to discuss standards, student needs, and instructional ideas, and then create lessons to meet those criteria. A specific lesson format is followed that provides a time to assess prior knowledge and gain student interest, accelerate vocabulary development, teach in small chunks of learning, and have frequent checks for understanding. Students have multiple opportunities for guided practice before they are given independent assignments. Summarizing by the students is used to assess student learning before moving on and helps cement instruction. Specific learning strategies are implemented according to the type of learning or concept being taught.

Core subjects have concepts that vary widely, but benefit from similar instructional methods. Using concrete, hands-on manipulatives-be they base 10 blocks or magnetic letters- are key to laying a strong foundation. Giving students objects or pictures to represent or symbolize learning allows them to become flexible with their foundational knowledge. Models and word sorts are examples. When students are flexible and able to visualize mentally these representations, they are ready for abstract thinking, such as understanding math algorithms, using phonics skills for decoding unknown words, or writing and testing a hypothesis.

Using a workshop method in reading and writing allows for flexible student grouping from whole to small group, student pairs, and one on one conferencing. We encourage peers to debate viewpoints, collaborate on projects, and evaluate performance. Flexible strategy groups based on student need are formed to teach specific strategies. Leveled groups are also conducted to provide guided practice at students' reading instructional level. This accelerates student comprehension and fluency.

Within this structure of teaching, formative assessments will show whose needs are not being met. Teachers have a toolbox of devices or strategies to choose from, such as listening centers where students can reread or access grade-level texts, iPads with apps that offer repeated practice or practice in a new way, and multilevel Reader's Theatre pieces that allow a range of students to collaborate on their fluency. Scaffolded graphic organizers accelerate student understanding and narrows their focus to only the key learning. Software programs are used to create word banks that read to the student so they are able to communicate their thoughts with varied vocabulary.

Professional collaboration, a well-designed lesson, researched strategies, flexible grouping, and a variety of technology and real world applications are the instructional methods that have increased our student achievement.

6. Professional Development:

Professional learning is vital to our continuous growth. It was a key factor in our improvement and continues to help us adjust to our students' needs. Our school goals mirror the district and focus on specific content areas: (1) increase teacher effectiveness and learning for *all* students in reading, (2) increase teacher effectiveness and learning for *all* students in math, and (3) integrate technology.

Our approach to professional learning is three pronged: Teacher leaders have been selected to support implementation of district goals; they present and document implementation on lesson planning, mentoring new teachers, School Keys to Quality, core subject areas, and technology implementation. These presentations are given at quarterly half-day sessions or in afterschool meetings.

Support for new teachers comes from the Building Excellence and Supporting Teachers Teacher Leader (BEST). The BEST teacher leader meets with mentors and mentees, offering support and instruction for the new teacher's first year, with continuing support as needed for the next two years. As technology is ever-changing in education, the technology teacher leader conducts monthly support meetings that

highlight devices in a new way or give tips and support for classroom integration. Ways to use real-world applications and create digital products are essential for our students to be college and career ready.

A second approach, implemented in 2006, was creating an instructional coach position. This coach supports administration by conducting walk-throughs and analyzing data with grade-level teams. Data from these sources, as well as curriculum needs, help to determine the topics for weekly professional learning. This year, the English Language Arts Common Core standards have been a focus. Data showed that students still needed support in vocabulary instruction. A series of sessions on creating a risk-taking environment, becoming vocabulary conscious, and offering direct vs. indirect vocabulary instruction were developed using research-based articles, video segments of instruction, and peer dialogue. The Administration seeks to increase use of specific learning strategies and increase student learning by giving "Caught Ya Summarizing" slips during walk-throughs when summarizing is used.

A third approach is using consultants. We have made use of Georgia Regional Educational Service Agency consultants to prepare for unpacking the Common Core standards and other consultants have played integral roles in development of foundational math understanding, balanced literacy, interactive notebooks.

We recognize that we are the lead learners at our school and cannot expect students to keep growing if we do not. Our continuous improvement and achievement rely on this.

7. School Leadership:

The principal of Middle Ridge Elementary School serves as the instructional leader of the school and uses the strengths of the faculty and staff to maximize student achievement. Every e-mail sent to faculty and staff encompasses the following quote, "Don't be afraid to fail. If you don't fail, that means you aren't trying new ideas, new lessons, new approaches, strategies, and techniques." Teachers are empowered as professionals and experts in their field while being held accountable for student success. We operate with a shared leadership philosophy with the belief that each teacher is an expert in a different area. We use our experts' strengths to grow professionally from each other. Furthermore, both the principal and the assistant principal are transformational leaders who build professional relationships with the faculty and staff through professional learning communities on a daily basis.

The principal, assistant principal, instructional coach, and counselor make-up the executive leadership team (ELT), which meet weekly to discuss classroom observations, strengths, weaknesses, needs, and celebrations. This time is used to plan interventions for struggling students or teachers. The ELT plans celebrations for outstanding achievement and successful teaching. Most important, the ELT uses this time to review data and create an action plan for advancement. For example, a recent meeting was used to analyze walk-through data.

As a team, the ELT divides the grade levels over a two-week period to observe in classrooms and meet with grade-level professional learning communities to provide support and feedback to teachers. The ELT brings observations and discussions back to each other to reflect and plan. Based on 150 walk-throughs, the ELT determined that 'teacher and student summarizing' was a challenge for the school overall. Noting the research of Robert Marzano, we were able to identify summarization as an instructional strategy which yields a 34 percentile gain in student achievement when implemented with fidelity and integrity. The ELT decided to make this a goal for our faculty. During our walk-throughs ELT team members hand out "caught-ya summarizing" coupons every time we notice effective summarizing happening in a lesson. The team revisits data monthly to determine growth in summarizing.

In addition to the ELT, a school leadership team consisting of grade level and department chairs meets monthly to review achievement data on benchmark and formative assessments, behavior data, and to discuss opportunities and challenges for each team. This distributed leadership team helps build consensus for the school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Georgia Publisher: Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	80	75	65	53	50
Exceeds	31	24	25	11	13
Number of students tested	64	79	79	95	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	6	3	5	2
Percent of students alternatively assessed	0	7	3	5	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	82	73	64	50	50
Exceeds	26	17	14	3	13
Number of students tested	42	41	44	39	72
2. African American Students					
Meets & Exceeds	71	73	52	51	49
Exceeds	26	17	14	3	13
Number of students tested	42	41	44	39	72
3. Hispanic or Latino Students					
Meets & Exceeds	100	92	100	73	70
Exceeds	27	0	0	0	9
Number of students tested	11	17	10	21	22
4. Special Education Students					
Meets & Exceeds	73	52	50	57	27
Exceeds	27	0	0	0	9
Number of students tested	11	17	10	21	22
5. English Language Learner Students					
Meets & Exceeds	Masked	91	92	50	55
Exceeds	Masked	36	38	13	18
Number of students tested	1	11	13	16	11
6. White					
Meets & Exceeds	93	65	74	63	50
Exceeds	33	30	47	17	12
Number of students tested	15	20	19	30	26

NOTES: Masked indicates data were not made public because fewer than 10 students were tested.
The Georgia Criterion-Referenced Competency Test is reviewed yearly and revised to meet state standards. Our percentage of students' alternatively assessed is higher due to the population of our school. We currently house a self-contained MOID class. In recent years, in addition to our (mental retardation) MOID class, we had EBD (emotional behavioral disorder), and SIDPID (mental retardation) classes, as well. Not all schools in our county have these classes, but we served as a home school for all of these students.

13GA8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Georgia Publisher: Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	86	92	89	80	69
Exceeds	34	29	23	11	11
Number of students tested	64	78	79	95	111
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	6	3	5	2
Percent of students alternatively assessed	0	7	3	5	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	88	91	86	80	66
Exceeds	37	23	24	11	10
Number of students tested	49	69	66	80	94
2. African American Students					
Meets & Exceeds	90	93	82	79	71
Exceeds	21	22	7	5	8
Number of students tested	42	41	44	39	72
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	100	Masked	73	Masked
Exceeds	Masked	25	Masked	20	Masked
Number of students tested	2	12	7	15	9
4. Special Education Students					
Meets & Exceeds	73	71	50	57	36
Exceeds	1	0	0	0	0
Number of students tested	11	17	10	21	22
5. English Language Learner Students					
Meets & Exceeds	Masked	100	100	81	55
Exceeds	Masked	27	31	25	0
Number of students tested	1	11	13	16	11
6. White					
Meets & Exceeds	80	84	95	83	69
Exceeds	53	37	47	13	23
Number of students tested	15	19	19	30	26

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13GA8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Georgia Publisher: Georgia Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	76	83	67	59	44
Exceeds	22	32	24	12	4
Number of students tested	78	66	84	83	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	4	3	3
Percent of students alternatively assessed	4	2	4	3	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	71	81	65	56	39
Exceeds	15	28	23	14	1
Number of students tested	62	57	75	72	77
2. African American Students					
Meets & Exceeds	68	84	61	63	41
Exceeds	16	19	15	10	2
Number of students tested	50	31	41	49	49
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	Masked	54	40	Masked
Exceeds	Masked	Masked	23	10	Masked
Number of students tested	2	6	13	10	2
4. Special Education Students					
Meets & Exceeds	63	61	23	38	33
Exceeds	6	0	0	10	0
Number of students tested	19	13	13	21	24
5. English Language Learner Students					
Meets & Exceeds	Masked	Masked	67	Masked	Masked
Exceeds	Masked	Masked	17	Masked	Masked
Number of students tested	1	7	12	9	4
6. White					
Meets & Exceeds	95	90	75	60	51
Exceeds	32	45	42	15	5
Number of students tested	19	20	24	20	39

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13GA8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Georgia Publisher: Georgia Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	84	85	73	78	70
Exceeds	32	33	18	11	11
Number of students tested	79	67	85	83	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	4	3	3
Percent of students alternatively assessed	4	2	4	3	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	82	83	71	78	66
Exceeds	26	28	17	10	10
Number of students tested	62	58	76	72	77
2. African American Students					
Meets & Exceeds	81	82	64	76	69
Exceeds	28	24	12	8	8
Number of students tested	50	33	42	49	49
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	Masked	62	80	Masked
Exceeds	Masked	Masked	15	0	Masked
Number of students tested	2	6	13	10	2
4. Special Education Students					
Meets & Exceeds	79	38	43	57	37
Exceeds	16	0	0	0	4
Number of students tested	19	13	14	21	24
5. English Language Learner Students					
Meets & Exceeds	Masked	Masked	67	Masked	Masked
Exceeds	Masked	Masked	8	Masked	Masked
Number of students tested	1	7	12	9	4
6. White					
Meets & Exceeds	95	90	87	85	69
Exceeds	35	45	29	20	10
Number of students tested	20	20	24	20	39

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13GA8

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Georgia Publisher: Georgia Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	83	84	78	74	54
Exceeds	30	13	16	15	6
Number of students tested	71	67	81	102	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	5	3	5	7
Percent of students alternatively assessed	5	6	3	4	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	84	82	76	72	46
Exceeds	23	11	18	9	4
Number of students tested	62	57	68	74	84
2. African American Students					
Meets & Exceeds	80	78	81	75	47
Exceeds	20	12	13	17	4
Number of students tested	42	41	48	60	78
3. Hispanic or Latino Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	8	9	5	8
4. Special Education Students					
Meets & Exceeds	61	57	53	67	15
Exceeds	0	0	0	0	0
Number of students tested	18	19	17	21	27
5. English Language Learner Students					
Meets & Exceeds	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	6	8	8	6
6. White					
Meets & Exceeds	100	94	78	69	69
Exceeds	42	11	30	12	6
Number of students tested	24	18	23	26	16

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13GA8

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Criterion-Referenced Competency Test

Edition/Publication Year: Georgia Publisher: Georgia Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets & Exceeds	96	89	85	87	77
Exceeds	4	10	7	2	7
Number of students tested	71	72	81	102	108
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	5	3	5	7
Percent of students alternatively assessed	5	6	3	4	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	93	87	84	86	73
Exceeds	24	8	7	1	2
Number of students tested	59	60	68	74	84
2. African American Students					
Meets & Exceeds	89	85	83	83	77
Exceeds	12	7	8	2	4
Number of students tested	36	41	48	60	78
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets & Exceeds	78	73	53	67	44
Exceeds	6	0	0	0	0
Number of students tested	20	19	17	21	27
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6. White					
Meets & Exceeds	100	90	91	96	75
Exceeds	41	14	9	0	19
Number of students tested	24	21	23	26	16

NOTES:

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13GA8